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ABSTRACT

This guide for the teaching of English at the Eighth Level centers around the improvement of reading while continuing to acquire knowledge in the subject area. The material in the guide is presented under the following topic headings: Rationale and Minimum Floors for Reading; Eighth Level: Point of View; Behavioral Objectives; Check List of Skills to Be Taught; General Speaking, Writing, Reading, and Listening Activities; Suggested Form for Daily Lesson Plan; Course of Study - Eighth Level--History of the English Language; Vocabulary Development and Use; Short Story; Suggested Lesscn Plan on Short Story "After Twenty Years"; Biography and Autobiography; Poetry; Drama; Mini-Unit on Drama "Twelve Angry Men"; Novel; Language and Grammar; Oral Composition; Written Composition; and Rules for Written Work; Sample Learning Paks; Suggested Lessons for "Emergencies"; Resources and Materials; General References; Unit on Washington, D.C.; and Feedback Sheet. (DB)

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ENGLISH FOR THE SEVENTIES: A GUIDE FOR THE TEACHING OF ENGLISH, EIGHTH LEVEL

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Hugh J. Scott, Superintendent

ENGLISH FOR THE SEVENTIES

A GUIDE FOR

THE TEACHING OF ENGLISH, EIGHTH LEVEL

James T. Guines, Associate Superintendent, Instructional Services

Charlotte K. Brooks, Supervising Director, Department of English

Washington, D. C.
1971

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+ Educational Specialist
* Coordinator

E N G L I S H F O R T H E S E V E N T I E S
Eighth Level

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RATIONALE
Eighth Level

On the eighth level, all work should be centered around the improvement of reading while continuing to acquire knowledge in the subject area. Assignments in English should be geared to a reading activity. It is hoped that every student of English will gain a wide background in reading, and that he will be able to utilize the reading skills that should be stressed on every level. The following reading skills on level eight have been compiled with this concept in mind: great emphasis should be upon the improvement of reading.

MINIMUM FLOORS FOR READING

A student at the eighth level has acquired the skills he needs in word attack and word perception when he can:

1. maintain practice in and continue to refine use of word attack skills stressing structural analysis in oral and written expression. (Refer to seventh level list and Croft Workshop IV and V.)

2. continue to expand general and technical vocabulary in all subjects.

   a. practice knowledge in the use of synonyms, antonyms, and homonyms.

   b. expand use of prefixes and suffixes to change word function.

MINIMUM FLOORS FOR READING (continued)

A student at the eighth level has acquired the proficiency he needs in reading study skills when he can:

1. continue to exhibit facility in following directions (one step and sequence).

2. increase use of library resources for independent study and reading enrichment.

3. use parts of the book independently to find information.

4. show skill in summarizing and outlining sections of a chapter.

5. extend his ability to read and interpret graphs, diagrams, cartoons, etc.

An eighth level student has acquired the comprehension skills he needs when he can:

1. extend ability to interpret literal and applied meanings of words, phrases, paragraphs, and selections.

   a. recall or note details to identify problems and solutions

   b. make inferences and judgements and draw conclusions

   c. analyze supporting ideas in relation to main idea

2. distinguish fact from opinion.

3. use association, sensory imagery, sequence, and cause-effect relationship as memory aids.

4. continue to use punctuation marks as an aid to comprehension.

5. enrich content with personal experience.

6. broaden knowledge of figurative and picturesque language.

7. react to ideas based on author's or illustrator's point of view or purpose.

8. extend ability to use all context clues - heading, subheading, picture captions, italics, boldface type, etc.

EIGHTH LEVEL: POINT OF VIEW

While reinforcing and maintaining reading skills developed on previous levels, the major emphasis in the eighth level should be on American literature correlated with American history. The heritage and development of our language should be stressed. Differences between American and British English should be pointed out and the forces which developed American English noted. An understanding of the function of social dialects in providing variety and richness should be emphasized. A unit on Washington, D. C. - its history, historical monuments and buildings, famous people, names of streets, schools, and neighborhoods, superstitions, etc. should be included, with special emphasis on the multi-ethnic aspects of the population and the consequent cultural contributions to the life of the city.

Spelling and grammar lessons as well as oral and written composition assignments should be related to the literature assignments. Students should be made aware of the fact that language usage is either appropriate or inappropriate, depending on the speaker, audience, and subject. Students should be encouraged to exhibit their independent writing efforts as well as regularly assigned work.

Listening skills should be developed as an aid to reading and speaking. Students should be encouraged to identify a purpose for listening, to show interest in oral presentations without interruptions, and to be able to interpret and evaluate oral material.

Speaking skills should be developed to the point where students will be confident in recitations and in audience situations (such as classroom and assemblies) and in everyday social situations.

Students should be led to realize that growing up emotionally and intellectually is a continuing process. One's background, events of one's life, and one's physical and human environment are factors which contribute to his growth.

BEHAVIORAL OBJECTIVES
Eighth Level

The following are grade level behavioral objectives. They are not arranged by order of importance or by time-sequence. The listed objectives have been constructed to comprise a program for pupil learning in language arts. It is a schedule for emphasis. It is hoped that the teacher will plan instruction which will enable pupils to work toward these goals.

Each objective should be prefaced by "It is expected that the student will be able to"...

1. make a bibliography.
2. recognize a point of view and possible bias of the speaker or author.
3. construct a sentence outline.
4. reinforce and expand previously learned basic reading skills.
5. continue to use skimming and scanning techniques.
6. develop flexible reading rates.
7. reinforce and improve previously learned writing skills.
8. develop an idea into a coherent paragraph and select an appealing title.
9. use the unabridged dictionary to trace the history of certain words.
10. understand and value the heritage of language.
11. recognize that vivid word usage is employed by writers to build characterization.
12. understand that language choices can create appeal.
13. develop rich vocabulary for colorful writing as well as depth of reading and listening comprehension.
14. review all spelling and syllabication rules with a conscious effort toward improvement of spelling.

BEHAVIORAL OBJECTIVES (continued)
Eighth Level

15. observe need for proper punctuation.

16. use transitional words (therefore, however, consequently) for coherent thought progression.

17. compose short biography using literary conventions studied.

18. construct paragraph with clear topic sentences, unified content, and forceful concluding sentences.

19. read and evaluate biography as a literary form and as a record of history.

20. continue to study the novel as a literary form.

21. distinguish the various poetic forms the author uses to express his ideas.

22. observe the author's poetic language which appeals to the emotions.

23. discover that conflict in literature, as in life, arises from man's inner feelings and beliefs or from external pressures.

24. see a relationship of the sound and rhetoric of poetry with sense or meaning.

25. develop and construct personal letters and business letters of request, order, and thank you.

26. fill out application forms for work permits and necessary school information blanks.

CHECK LIST OF SKILLS TO BE TAUGHT ON LEVEL EIGHT

At the end of the eighth level, the student should be able to:

1. expand and use vocabulary.
2. summarize what he reads.
3. evaluate what is read.
4. take notes when reading, observing, and listening.
5. listen with a purpose.
6. follow instructions.
7. draw conclusions from readings and discussions.
8. show confidence in speaking before an audience.
9. use descriptive writing in composition.
10. retain main ideas and important details.
11. make use of research methods.
12. recall sequence of activities in stories, dramas, novels.
13. interpret poetry.
14. paraphrase the author's message.
15. understand the history and background of the Nation's Capital.
16. use dictionary regularly for pronunciation and meanings of difficult words.
17. make lists of words divided into syllables with accents indicated.
18. write "word stories" or accounts of the derivation and development in meaning of interesting words, such as derrick or dexterous.
19. examine poetry of recognized writers to note values of vivid word pictures, similes, metaphors, and personification.
20. apply language skills in all written work.

CHECK LIST OF SKILLS TO BE TAUGHT ON LEVEL EIGHT (continued)

21. introduce a talk or a reading of a selection by giving some introductory data to help the listener: student's name, unless class is entirely familiar with it; title of talk or title and author of reading selection; thesis or some attention-getting point concerning the talk or reading selection.

22. participate in constructive evaluative discussion of own and classmates' progress in eliminating speech weaknesses.

23. finish a story when part of it has been read aloud.

24. review and apply all common uses of period, comma, question mark, apostrophe, hyphen, and colon in writing experiences.

25. display ability to proofread own compositions for spelling.

26. use legible handwriting in all written work.

27. avoid sentence fragments and run-on sentences.

28. organize a notebook containing exact records of assignments and work accomplished.

29. write and present short skits or plays.

30. give personal-experience talks, each built around an appealing subject.

31. read own papers in a way that "brings them alive" to the class.

32. participate in choral reading of some poems which lend themselves especially well to this method of presentation.

33. participate in committee work, both as member and as chairman (panel discussion).

34. write letters of two or more paragraphs which are organized composition.

35. write topical outlines that are correct in form (for talks or written compositions).

SPEAKING ACTIVITIES
Eighth Level

1. Have students report on short stories and poems about American personalities.

2. Read several stories or narrative poems that relate contributions made by historical personalities.

3. Tape voices of students. Hold discussions on pronunciation, grammar, and vocabulary.

4. Encourage students to make oral reports on current events and issues.

5. List with students overused words and expressions.

6. Have a panel discussion on the differences between youths' reactions to serving in World War II and the reactions of youth today to serving in Viet Nam. Have students defend both actions.

7. Plan a presentation of some period in American history, such as the Revolutionary War, Civil War, Westward Movement, etc. with pictures and appropriate music.

WRITING ACTIVITIES
Eighth Level

1. Have students write a modern sequel to "Paul Revere's Midnight Ride".

2. Compare traits of America's heroes throughout the years and have students write paragraphs on qualities most typical of Americans.

3. Have students try historical writing: short story fiction, biographical episode, character sketch, or poem.

4. Encourage descriptive writing (character sketches).

5. Have students make a dictionary of modern slang terms or expressions with standard explanations. Try a second explanation using pioneer expressions and phrases.

6. Have students compile statements in a journal from various selections which reveal character, things the students accept. Also have students compile a list of people they admire, with explanations. (The teacher should accept students' choices, while skillfully cautioning them away from destructive personalities.)

7. Have students develop an outline for an assigned reading selection as a class aid to recognizing plot structure.

8. Have students find and classify conjunctions used in selections; use these individually in similar construction of their own.

READING AND LISTENING ACTIVITIES
Eighth Level

1. Help students to discover some characteristics of historical fiction and of biographical writings (including sketches and poems).

2. Find words that are used for exaggeration and humor.

3. Have students plan and do oral readings of several dialect selections (Robert Burns and Paul L. Dunbar as examples).

4. Have students keep a list of words discovered from dialect study. Trace origins and then make posters illustrating their findings.

5. On a map of the United States plot dialect influences.

6. Have the students listen to tapes on dialects.

7. In groups, collect and read American ballads. Discuss how these ballads relate segments of our history.

8. Put emphasis upon Negro spirituals as an outgrowth of slavery and persecution.

9. After reading selected short story, novel, or drama, have students work in groups to formulate questions about setting, characterization, plot, and style.

10. Assign a complete biography for individual reading with a short report (oral or written) explaining the student's choice and his reactions to the personal qualities of the subject.

11. Have newspapers and magazines available in the classroom so that students can find articles of real incidents that are similar to incidents in assigned readings.

SUGGESTED FORM FOR DAILY LESSON PLAN

DATE: SUBJECT: TEACHER:

Unit Problem:

Purpose or objectives for today:

Content to be considered: Notes:

Procedures:

Evaluation techniques and/or questions:

Class assignment:

Individual assignments:

THE HISTORY OF THE ENGLISH LANGUAGE

"The English language is a rich inheritance. It is like a rare musical instrument, handed down from generation to generation. It should not be marred by careless usage. It is a simple and beautiful speech, capable of expressing every human thought, the simplest or the most profound. Use it as an instrument of value, and think it a privilege to keep it fine for yourself and to teach others its usefulness and its beauty."

E. L. Cross

I. The Beginnings of English

A. First known language in Britain was Celtic.

B. Celts were conquered by Anglo-Saxons (Germanic tribes) in the 400's and were forced to speak the language of the conquerers in order to communicate with them. Except for place names, very few Celtic words survive.

II. The Changes in English

A. Language of Anglo-Saxons became firmly entrenched in Britain.

B. Ideas and customs of Christianity introduced church Latin into the language in the 600's.

C. Scandinavian influence began with the Viking conquest of Britain and resulted in new words added to the vocabulary of the country.

D. The Norman conquest in 1066 assimilated many French words into the language.

E. A new emphasis on education brought many new words from classical languages.

F. The opening of trade with many foreign countries continued to introduce words from other languages into English.

G. Growth of English vocabulary and literature caused many Englishmen to worry about correct usage.

III. Development of American English

A. The colonization of the new world brought about a difference in the language of the old country and the new country because settlers had to adopt words to identify unfamiliar objects and physical features.

B. Growth of American colonization created a desire for cultural as well as political independence from England.

THE HISTORY OF THE ENGLISH LANGUAGE (continued)

C. Waves of immigration into the United States brought many new words, phrases, and idioms into the language.

D. Societal and cultural changes in America have also resulted in addition of new words, phrases, and idioms.

E. Geography and ethnic background have produced variances (dialects).

F. As long as trade and travel exist, and as long as sciences and the arts progress, English will continue to be a growing, changing, living language.

G. In spite of differences in American and British English, Americans and Britons are able to communicate easily.

RELATED READING FOR STUDENTS ON THE HISTORY OF THE ENGLISH LANGUAGE

Alexander, Arthur — The Magic of Words

Cleator, P. E. — Lost Languages

Folsom, Franklin — The Language Book

Pei, Mario — All About Language

Ludovici, L. — Origins of Language

Selsam, M. E. — The Language of Animals

Glatthorn, et al. — Dynamics of Language, Book 2

SOURCE READINGS FOR TEACHERS ON THE HISTORY OF THE ENGLISH LANGUAGE

Francis, W. Nelson — The Structure of American English

Hayakawa, S. I. — Language in Thought and Action

Laird, Helen — The Tree of Language

American Education Publications:

The English Language from Anglo-Saxon to American (paperback)

SUGGESTED ACTIVITIES FOR STUDENTS ON THE HISTORY OF THE ENGLISH LANGUAGE

1. Discuss alliteration. Make up "tongue twisters" and sentences in which all words begin with the same letter.

2. Look up histories of special words and give oral or written reports to class.

3. Make up lists of words which came into our language from other tongues.

4. Students taking foreign language should list foreign words which are similar to English words.

5. List place names from American Indian languages and compare present spelling to original spelling.

6. List dialects and expressions within American English. Find synonyms for these expressions.

7. Have experience in using Slang Dictionary, Thesaurus, and Dictionary of Synonyms and Antonyms..

8. Note differences in dictionaries.

9. Make up lists of acronyms in popular use.

10. Make up original acronyms.

11. Search advertisements for slogans using alliteration and for slogans having poetical sounds.

12. Discuss words pertaining to popular music and dances which came originally from other languages.

13. Write paragraphs on the meaning of the following statements:
    a. "Music is an international language."
    b. "Mathematics is a universal language."

14. Find out what American words have been adopted into other languages.

15. Using names of states of the United States, find the derivation of each name.

16. Make reports on "lost languages".

17. Enjoy experiences in coining new words.

18. Make up original cross-word puzzles.

19. Do library research to find stories behind unique place names (Nags Head, Bride Brook, Superstition Mountain, etc.).

VOCABULARY DEVELOPMENT AND USE
Eighth Level

"A word spoken in good season--how good it is!" Proverbs

In order to increase and broaden his vocabulary, the eighth level student should have experience with the following types of exercises:

1. English words derived from other languages (khaki, souvenir, adios, etc.)

2. Words which have changed in meaning with the passage of time (chimney, handsome, nerve, etc.)

3. Words or phrases which suggest sounds

4. Compiling and comparing lists of words from reading selections (formal usage,, informal usage, slang)

5. Words derived from names of persons and places (limerick, boycott, sandwich, etc.)

6. Idioms and words derived from occupations and professions (goldsmith, cooper, etc.)

7. Idioms derived from names of animals, foods, old customs, etc. which give language color and humor (sail under false colors, sacred cow, etc.)

8. Time and space savers

   a. Acronyms (IQ, AWOL, RADAR, etc.)

   b. Blendwords (motorcade, motel, brunch, etc.)

   c. Manufactured words (Amoco, Nabisco, etc.)

9. Comparison of present American and British English (lounge-living room; biscuits-cookies; lift-elevator; holiday-vacation; ironmonger-hardware store; etc.)

10. Use of antonyms, homonyms, synonyms, and homographs

11. Substitution of vivid words for vague terms (cute-fashionable; great-thrilling; etc.)

12. Substitution of single words for wordy phrases to make speaking and writing more effective (show the difference-contrast)

13. Use of context clues to determine meaning of unfamiliar words

14. Use of words for exaggeration and humor

VOCABULARY DEVELOPMENT AND USE (continued)

15. Root words, affixes, and combining forms

    a. Spelling by word building from root words

    b. Spelling with word families or word banks

16. Comparison of dialects used in different regions of the country

17. Study of words having "different shades of meaning"

18. Use of analogies

19. Use of word games

    a. Anagrams (tvleio--violet)

    b. Turn-around words (Turn a nasty look (leer) into a fish line (reel)

    c. Hidden words in sentences (His prestige rose.(Tiger)

20. Use of dictionary supplements in encyclopedia yearbooks to become aware of new words coming into general use

21. Use of slang dictionary to determine original meaning of slang words or phrases

22. Use of thesaurus, Dictionary of Synonyms and Antonyms and other library reference material

23. Playing word games such as "Scrabble" and "Spill and Spell"

24. Working the "Jumble" and acrostic puzzles in daily newspapers

25. Make lists of words formed by:
    compounding noun with noun (frogman)
    compounding possessive noun with noun (sportsman)
    compounding adjective with noun (lightweight)
    compounding noun with adjective (threadbare)
    compounding adverb before noun (afterthought)
    compounding more than two words (off-the-cuff)
    adding suffixes
    adding prefixes

SOURCE MATERIALS FOR TEACHERS AND STUDENTS

Caldwell, Nancy: Word People
World Book Dictionary and Yearly Supplements
Random House Dictionary
Reference Material in school and public libraries

SHORT STORY
Eighth Level

"Reading maketh a full man."
Bacon

I. Introduction

A. Earliest records of any people are their stories - spoken in prose or sung in verse.

B. One of the earliest manuscripts comes from Egypt and was probably written about 3000 B.C.

C. Narratives written by authors of many countries were interesting, amusing, and fanciful, but usually had no form.

D. Short story, as we define it today, came into being with the works of two Americans, Edgar A. Poe (1809-1849) and Nathaniel Hawthorne (1804-1864).

E. American writers of the short story have been realists, interested in and impressed by the relationship of human beings to their surroundings.

F. Short story today has become the most widely read of literary forms in America.

II. Definition of short story

A. Short story is a work of fiction which usually can be read in a single sitting, although length of story varies.

B. Short story usually contains carefully developed characters and a purposely constructed setting.

C. Short story has

1. beginning

2. some rising development to a point of highest interest

3. end or denouement

4. compression, unity, and singleness of purpose

SUGGESTED SHORT STORIES FOR EIGHTH LEVEL

Poe, Edgar A.	The Tell-Tale Heart The Fall of the House of Usher The Pit and the Pendulum
Hale, Edward E.	Man Without a Country
Maupassant, Guy de	The Necklace
Capote, Truman	A Christmas Memory
Henry, O.	After Twenty Years The Ransom of Red Chief The Gift of the Magi
Jackson, Shirley	After You, My Dear Alphonse
Hughes, Langston	One Friday Morning Thank You, M'am
Brooks, Gwendolyn	The Life of Lincoln West
Hawthorne, Nathaniel	The Minister's Black Veil The Miraculous Pitcher
Fast, Howard	Patrick Henry and the Frigate's Keel
Yevtushenko, Yevgeny	A Special Jujitsu
Katkow, Norman	The Torn Invitation
Benet, Stephen E.	By the Waters of Babylon
Dahl, Roald	The Wish
Munro, H. H.	Sredni Vashtar
Freeman, Mary E. W.	The Revolt of Mother
Steinbeck, John	Flight
London, Jack	The Mexican
Barrett, William E.	Señor Payroll
Vaca, Nick	The Week of the Life of Manuel Hernandez

Also short stories in good taste from current magazines

SHORT STORY (continued)
Eighth Level

SUGGESTED ACTIVITIES

1. Discuss relationship among characters in story.

2. Cite reasons for the inclusion of each character and explain significant character traits.

3. Discuss the effect of setting upon the story.

4. Demonstrate similarity between fictional accounts and real events in the same setting.

5. Cite changes to be made if the setting were different.

6. Develop an understanding of the influence of the situation upon characters and events of the story.

7. Show difference between causal and time relationship events.

8. Set the scene and have students read parts of dialogue aloud.

9. Select examples of colloquial speech, slang, accents, dialects, and phonetic spelling which helped author achieve his purpose.

10. Point out local color in the writings of authors from various sections of the country.

SUGGESTED LESSON PLAN ON SHORT STORY

After Twenty Years
by O. Henry

THEME: All people have inner conflicts, but they solve their problems in different ways.

AIMS: To help students draw inferences about character and situations.

To have students limit inferences to facts presented.

To have students locate evidence in the story for their opinion.

To have students note O. Henry's "surprise ending" device.

To reinforce students' understanding of inner conflict.

MATERIALS: Text of After Twenty Years

PROCEDURE: Discuss the words "conflict", "cope", "coping","consequences", "alternative".

Establish the idea that problems are met in a variety of ways.

Anticipate vocabulary difficulties and develop the words before assigning the story.

Assign story for silent reading with the identified purpose of determining what the conflict was and how the main character resolved his inner conflict.

ACTIVITIES: Discuss Jim's problem and how he solved it.

Discuss with students what they might have done in the same situation. (This might elicit considerable argument concerning one's loyalty to friends or to a job.) Ask for student agreement or disagreement on views presented.

After allowing students to express own opinions, pass out worksheet containing questions and a selection of answers. Have students select correct answers and be ready to prove the correct answer by reading lines aloud to cite in evidence.

FOLLOW-UP: Discuss difference between an incident and a short story.

List differences on board. Regroup observations under the following headings:

Setting (Time, place, weather)
Characters (Names, descriptions)
Plot (Events, solution)
Dialogue (Tells what people are like, tells events)

SUGGESTED LESSON PLAN ON SHORT STORY (continued)

Discuss whether difference in setting would have altered the story.

Remind students that not all short stories have surprise endings.

Have students do a biographical sketch of O.Henry and find out why and how he chose the name of O.Henry.

Have students write short paragraphs on a personal incident of inner conflict and how it was solved.

Dramatize selected parts of the story, using exact dialogue.

REFERENCE: Teachers' Manual for Coping (*Gateway English Series*, Macmillan Company, New York)

BIOGRAPHY AND AUTOBIOGRAPHY
Eighth Level

"The history of the world is but the biography of great men." Thomas Carlyle

I. Introduction

A. Define biography and autobiography and illustrate how these words are derived from Greek.

B. Discuss differences between biography, autobiography, and encyclopedia entries.

II. Reasons for writing about the subject

A. Entertainment and political "personalities" may want to advertise themselves and sometimes hire ghost writers to tell their stories.

B. Subject may have idea that his life or his relationship with others is unusual and that others would want to know about it.

C. Subject of biography or autobiography may have solved a problem which seemed impossible and feels that others would benefit from his experience.

III. Questions to keep in mind when reading biography and autobiography

A. How well does the biographer know the person he is writing about? In what sense does he know him? Is his writing factual or biased?

B. What is the author's attitude toward his subject?

C. What character traits does the author emphasize and how does he do so?

D. What incidents from the person's life are included? Are there any segments of the subject's life left unaccounted for?

E. Does the subject "come to life" as you read?

F. Is the person a good subject for a biography?

SUGGESTED BIOGRAPHIES AND AUTOBIOGRAPHIES FOR THE EIGHTH LEVEL

Keller, Helen	How I Learned to Speak
Sandburg, Carl	Peculiarsome Abe
Benet, Stephen and Rosemary	Wilbur Wright and Orville Wright
Gilbreth, Frank B. & Carey, Ernestine G.	Cheaper by the Dozen
Ward, Samuel R.	The Autobiography of a Fugitive Slave
Nell, William C.	The Colored Patriots of the American Revolution
Hughes, Langston	Louis Armstrong and Hero of Pearl Harbor
Keller, Helen	The Story of My Life
Gunther, John	Death Be Not Proud
Archer, Wallace	Poor Men Who Made Us Rich
Naar, Constance	Lives of Poor Boys Who Became Famous
Sterne, Emma	Mary McLeod Bethune
Freedman, Russell	Teen-Agers Who Made History
Russell, Harold	Victory in My Hands
Kennedy, John F.	Profiles in Courage
Anderson, Marian	My Lord, What a Morning!
Shepperd, Gladys B.	Mary Church Terrell, Respectable Person
Gibson, Althea	I Always Wanted to be Somebody
Dobler, Lavinia & Terrin, Edgar	He Reached for the Stars: Benjamin Banneker
Korant, Stephen	The Life of Abraham Lincoln
Malcolm X	Autobiography
Cavanah, Frances	Triumphant Adventure: Story of Franklin D. Roosevelt
Gregory, Dick	We Ain't Poor - Just Broke

They Had a Dream, Volumes I and II, published by the Washington Evening Star. (Each volume contains 52 biographies and portraits of Negro men and women.)

BIOGRAPHY AND AUTOBIOGRAPHY (continued)

SUGGESTED ACTIVITIES

1. Discuss effects of environment and heredity on the subject.
2. Use audio-visual materials to understand the subject more vividly.
3. Use the encyclopedia, biography, and other source materials for further research.
4. Compare the encyclopedia entry with the actual biography.
5. Write book reports on selected biographies and autobiographies, especially those persons playing important roles in the development of America.
6. Write autobiography.
7. Interview classmates and teachers and write short biographical sketches.
8. Write short biographical sketches of local and national personalities.
9. Make up games by writing a number of different facts about a person and have classmates identify subject.

POETRY
Eighth Level

"A poem, like love, begins in delight and ends in wisdom." - Robert Frost
"Poetry is truth dwelling in beauty." - Gilfillan

I. Introduction

A. Earliest function of poetry was to tell a story.

B. Earliest poets made up stories based on great tales of heroism in their own lands.

C. Students today dislike poetry if:
1. the selection of poems is poor.
2. they have to read poetry silently only.
3. there is too much analysis.
4. there is compulsory, rather than encouraged, memorization of poems.

D. Poetry is fun for students if:
1. the student's experience of hearing and reciting poems has been a happy one.
2. the stage is set or a readiness for reading is developed.
3. they hear poetry read beautifully.
4. they say it together.
5. they make up their own assignments.
6. teachers make their own collections of poetry.
7. teachers and students share their favorite poems with each other.

II. Study of poetry

A. Develop understanding that poetry brightens dull and ordinary words.

B. Develop understanding that poetry comes from the imagination and the emotions.

C. Show the effect of rhythm upon word endings and the whole line.

D. Understand the types of comparison used in poetry:
1. simile
2. metaphor
3. personification

E. Understand the differences in end rhymes and stanzaic patterns.

F. Introduce poetic theme and poetic imagery.

SUGGESTED POETRY FOR EIGHTH LEVEL

Hughes, Langston	"Mother to Son" "I, Too, Sing America" "Dreams"
Tennyson, Alfred	"The Charge of the Light Brigade"
Sandburg, Carl	"Fog" "Arithmetic"
Bryant, William C.	"To a Waterfowl"
Whitman, Walt	"Oh, Captain, My Captain" "I Hear America Singing"
McCrae, John	"In Flanders Field"
Lowell, James R.	"Stanzas on Freedom"
Longfellow, Henry W.	"Evangeline" "The Skeleton in Armor" "Paul Revere's Ride"
Frost, Robert	"The Gift Outright" "Stopping by Woods on a Snowy Evening" "Mending Wall" "Birches" "The Runaway" "A Peck of Gold"
Cullen, Countee	"Incident" "What is Africa to Me"
Benet, Stephen and Rosemary	"Abraham Lincoln" "Nancy Hanks"
Holmes, Oliver W.	"Old Ironsides"
Dunbar, Paul L.	"Little Brown Baby"
Poe, Edgar A.	"Annabel Lee"
LaFarge, Peter	"The Ballad of Ira Hayes"
Wilbur, Richard	"Digging for China"
Coffin, Robert P. Tristam	"The Crystal Moment" "The Secret Heart"
Moore, Rosalie	"Catalog"

POETRY (continued)
Eighth Level

SUGGESTED ACTIVITIES

1. Give oral and written interpretations of poems.

2. Have experience in writing original poetry, after receiving stimulus of a poem or a group of poems.

3. Select examples of simile, metaphor, alliteration, and dialect in poetry selections.

4. Listen to recordings of poetry, including poets reading their own poems.

5. Discuss biographies of outstanding poets and compare their backgrounds.

6. Encourage memorization of poems which are appealing to students.

7. Make a scrapbook of poets and their poems, including students' original poetry.

8. Stress vocabulary in poetry, thus aiding student in his word knowledge.

9. Compare the style of writing (dialect, standard English, archaic forms, etc.).

10. Discuss the patriotic poetry and the poetry that depicts slavery and persecution. Correlate it with events in American history.

11. Chart rhyme schemes and stanzaic patterns of poems studied.

12. Decide whether language of the poem suits the purpose.

13. Discuss how the rhythm of a poem contributes to the mood of the poem.

14. Check out poetry anthologies from the library and select favorites to read orally in class.

15. Teacher could read poems to class (who may or may not have copies) and discuss them with group.

16. Compile "program" of poems to be performed either by whole class or to another class.

17. Make tape recordings of poems, grouped according to theme.

18. Make a card file on favorite poems.

DRAMA
Eighth Level

"The play's the thing..." Shakespeare

I. Introduction

A. Drama is a very ancient form of artistic expression.

B. Make-believe world created by actors has, for centuries, made audiences laugh and weep.

C. Use of imagination in reading a play will give pleasurable experiences.

D. In drama, character development is done only through dialogue or by brief stage directions indicating the scene, character's appearance, physical actions, or manner of speech.

II. Conflict and plot

A. Conflict is essential to drama.

B. Plot refers to plan by which the conflict is introduced, developed, and resolved.

C. Dramatic plots usually follow a given pattern:

1. Exposition

2. Introduction of conflict

3. Complication or rising action

4. Crisis

5. Resolution or falling action

D. Conflict and action must be revealed primarily through dialogue.

III. Setting

A. Time and place of setting are indicated by stage directions and lighting directions.

B. "Right" and "left" in stage directions refer to the right and left of the actor as he faces the audience.

C. "Upstage" is the rear of the stage - that section farthest from the audience.

D. "Downstage" is the front of stage--that section nearest the audience.

IV. Costumes and acting

A. Costumes play an important part in portraying characterization.

B. An understanding of stage directions is essential to the understanding of the dialogue.

V. Suggestions for reading a play

A. When reading a play, let yourself become an actor who has been handed a script.

B. Read the script carefully, imagining how to speak the lines, what gestures to use, and what stage movements to make.

C. As you read a play, pay particular attention to the stage directions, which will enable you to visualize the scene of the play.

D. When you read a play, let your imagination go!

1. Visualize the scene.

2. Observe the movement of the characters.

3. Listen to the voices of the characters.

SUGGESTED DRAMAS

Rose, Reginald	Twelve Angry Men
Steele, Wilbur Daniel	The Giant's Stair
Finch, Robert	Summer Comes to Diamond O
Gibson, William	The Miracle Worker
Dickens, Charles (adapted by Walter Hackett)	The Christmas Carol
Hansberry, Lorraine	Raisin in the Sun
Glaspell, Susan	Trifles
Mortimer, John	David and Broccoli
Hawthorne, Nathaniel	Feathertop
Sherwood, Robert E.	Abe Lincoln in Illinois
Hirson, Roger O.	The Dropout
Shaw, David	Native Dancer
Buck, Pearl	The Big Wave
Hackett, Walter	Radio Plays for Young People

Selections from current issues of Scope magazine

DRAMA (continued)
Eighth Level

SUGGESTED ACTIVITIES

1. Discuss differences between one-act and three-act plays, citing examples of each.

2. Define tragedy, comedy, musical comedy, comedian, tragedian, comedienne, tragedienne.

3. Revise and produce selected scenes from class readings for classroom and/or audience presentation.

4. Select colloquial speech, slang, accents, etc. from the drama to illustrate author's purpose in writing the play.

5. Give oral and written sketches of characters in the play.

6. Assign a library lesson dealing with the background of the drama.

7. Write original scenes based on literature assignments.

8. Compare and contrast theatres of today with those of fifty years ago.

9. Write biographical sketches of famous playwrights and actors.

10. Compare and contrast movies of today with those of thirty and fifty years ago.

11. Report on the history of films in America.

12. Write a report on the development of the first talking picture.

13. Make a report on the National Theatre and/or Ford's Theatre, citing their early histories.

14. Discuss advantages and disadvantages of "theatre in the round".

15. Name theatres in use in Washington today.

16. Do research to find locations and histories of some of the early theatres in Washington.

"THE PLAY'S THE THING..."

When was the last time you appeared on stage? Your seventh grade Christmas play? graduation from elementary school? It is hoped that this unit on drama will motivate you to act in or direct a short play. Perhaps you may be inspired to write a play of your own. Hopefully you will begin to think in a new way about drama. Plays should not be just another reading assignment; they are a whole new dimension involving LIVE ACTION, PEOPLE, SOUNDS, and your IMAGINATION.

Can you change a classroom into an apartment, a record store, a jury room? Can you design make-up to transform a sixteen year old into a sixty year old? Can you figure out a convincing costume for a popular singer? a street fighter? a thief? a minister? a judge? Can you pantomime finding a cigarette, holding it, lighting it, smoking it, when there is nothing in your hands? Can you change your tone of voice to express anger, contempt, fear, concern, flattery?

Twelve Angry Men has been selected as a pilot drama. Study the drama, its message. Analyze the characters, their hangups. Volunteer to read a role. Enjoy the reading of the drama. If all goes well, you will want to read other plays - and perhaps present a production for your fellow schoolmates.

TWELVE ANGRY MEN

THEME: It takes courage to refuse to go along with the crowd.

INTRODUCTION: The play, Twelve Angry Men, presents a dynamic trial spectacle that seems to be taken from a chapter in the book of ghetto life. A boy is on trial for the alleged murder of his father. The crime is not unusual - but the jurors are "distinct and recognizable human types". The jury room becomes charged with anger, bitterness, bigotry, resignation - and then, awakening! Emphasis should be placed on character analysis. Why did one of the jurors hate children? Why has one juror resigned himself to a purposeless life? Why does one juror find it difficult to maintain any opinions of his own? After having read the play, the student should be able to discern the danger of prejudices and biased opinions.

AIMS: Students will:

1. Write a statement of the author's purpose in his play.
2. Write biographical sketches on authors.
3. Define terms peculiar to drama (conflict, plot, rising action, climax, asides, falling action, character, setting, dialogue, etc.).
4. Become familiar with stage direction terms (right, left, upstage, downstage, etc.).
5. Assume a role in a play and act in a class production or direct a play.
6. Write an analysis on their own role in the play.
7. Evaluate the play and its characters through discussion.
8. Broaden vocabulary through the use of descriptive terms.
9. Write descriptive character sketches.

POINTS TO OBSERVE: Conflict among people.

Conflict of ideas

Danger of making a decision before weighing evidence.

Danger of holding a bias when an impartial attitude is essential.

TWELVE ANGRY MEN (continued)

PROCEDURE:

Present a background of the drama.

Have students assume roles and read aloud.

Develop vocabulary pertaining to the play.

Make use of discussion, short tests, classroom dramatization for the understanding and enjoyment of the play.

MATERIALS:

Set of books containing Twelve Angry Men.

Reference books.

Filmstrips on the reading and production of a drama.

Related poetry.

SUGGESTED ACTIVITIES AND QUESTIONS FOR DISCUSSION:

1. Find several speeches in the early part of Act I showing that the minds of the jurors are not really concentrating on the extremely serious decisions they are to make.

2. Introduce, define, and discuss terms that may be new or unfamiliar to the student (bigot, superficial, foreman, opinionated, sadistic, intolerant, antagonistic, humble, debonair, subservient, compassion, affluent, persuasive). Note: use words in written and oral character sketches.

3. Discuss the character traits of several of the jurors: 2, 4, 5, 7, 8, 9, 11.

4. Write descriptive character sketches.

5. Have the students characterize the defendant, a nineteen year old boy who is accused of fatally knifing his father. (Do you think the boy is guilty? Do you have compassion for him?)

6. Have students give a two minute talk on the juror who was most appealing to them.

7. Encourage open discussion on juvenile delinquency. Have students relate accounts of juveniles on trial.

8. Study and discuss courtroom procedure (role of the judge, jury, foreman, guard, clerk, bailiff, attorney, defendant, prosecutor, etc.).

9. Explore other terms related to the courtroom (verdict, double jeopardy, hung jury, acquittal, premeditated homicide, cross-examination, ballot, summation, etc.).

10. Find each of the following statements made by the jurors in the play. Discuss what is unreasonable in the attitude revealed by each of the statements:

    (a) "I never saw a guiltier man in my life."

    (b) "You can't believe a word they say."

    (c) "I think he's guilty. I thought it was obvious."

    (d) "Bright! He's a common, ignorant slob. He don't even speak good English!"

    (e) "What's the matter with you people? This kid is guilty!. He's got to burn! We're letting him slip through our fingers."

11. Have students compose short, objective tests on the drama.

12. Present segments of the drama to the class audience.

13. Select poetry for comparison and characterization. How do these poems characterize the nineteen year old defendant?

    "Lonesome Boy Blues"
    By Kenneth Patchen

TWELVE ANGRY MEN (continued)

"We Real Cool"
By Gwendolyn Brooks

"My Papa's Waltz"
By Theodore Roethke

REFERENCES: Smiley, Marjorie et al. Macmillan Gateway English, People in Poetry, 1969.

Eller, William et. al. The Study of Literature, 1967.

Bridges, Catherine; Carstensen, Carol, et. al. American Studies, 1970.

NOVEL
Eighth Level

"When I am reading a book, whether wise or silly, it seems to me to be alive and talking to me." - Jonathan Swift

I. Definition of the novel and introduction of other terms related to the novel:
   A. Romance
   B. Novella
   C. Novelette
   D. Conflict
   E. Satire
   F. Flashback
   G. Fantasy
   H. Climax
   I. Fiction
   J. Non-fiction
   K. Biographical
   L. Autobiographical

II. Characterization
   A. Role of the main characters
   B. Recognition of varied personality traits
   C. Widening vocabulary in characterizing

III. Setting
   A. Emphasis upon environment
   B. Importance of the scenery
   C. Identification of time and place

IV. Plot
   A. Arrangement of events in the novel
   B. Discussion of the author's plan for presenting the action
   C. Presence of a cause and effect relationship between the events depicted

V. Dialogue
   A. Impact of the conversation between characters
   B. Reaction of the characters to the conversation
   C. Examination of speech patterns to determine character sketch

SUGGESTED NOVELS FOR THE EIGHTH LEVEL

Forbes, Esther	Johnny Tremain
Alcott, Louisa M.	Little Women
Stowe, Harriet B.	Uncle Tom's Cabin
Kata, Elizabeth	A Patch of Blue
Parks, Gordon	The Learning Tree A Choice of Weapons
Motley, Willard	Knock On Any Door
Wells, H. G.	The Invisible Man
Lee, Harper	To Kill a Mockingbird
Mitchell, Margaret	Gone with the Wind
Schaefer, Jack	Shane
Stevenson, Robert L.	Treasure Island Kidnapped The Black Arrow
Wallace, Lew	Ben Hur *
Crane, Stephen	The Red Badge of Courage
Steinbeck, John	The Grapes of Wrath
Barrett, William	Lilies of the Field
Dickens, Charles	Great Expectations *
Kipling, Rudyard	Captains Courageous *
Hawthorne, Nathaniel	House of Seven Gables
Gipson, Fred	Old Yeller
Dana, Richard Henry	Two Years Before the Mast
White, Robb	Up Periscope
Dumas, Alexandre	The Count of Monte Cristo *
Cooper, James F.	The Deerslayer

* Emphasis on the eighth level is placed on American literature. Other novels are suggested for comparative purposes.

NOVEL (continued)

SUGGESTED ACTIVITIES AND/OR ASSIGNMENTS

1. Biographical sketch of author (written report or eral discussion).
2. Comparison of the author to other writers (contemporary, earlier, later).
3. Establishment of the reason for the selection.
4. Written or oral sketches of the main characters.
5. Determination of the message or lesson derived from the literary work.
6. Teacher-made questions to guide the student in his reading.
7. Daily or regular discussion to evaluate the student's understanding of the novel.
8. Use of filmstrips, recordings, films that relate to the assigned novel.
9. Production of appealing scenes or incidents from the novel.
10. Summaries of the novel in the form of oral or written composition.
11. Use of terms (spelling and definitions) from the novel.

LANGUAGE AND GRAMMAR
Eighth Level

"Language is the dress of thought. Each time you speak your mind is on parade."

I. Give diagnostic tests to determine mastery of seventh level skills.

A. Review where necessary.

B. Use method of teach, use, test, and re-teach, if necessary.

II. Review simple and compound sentences

A. Define simple and compound sentences.

B. Review phrases and clauses.

C. Review use of conjunctions.

III. Write and identify compound sentences.

IV. Maintain and extend skills taught on level seven with special emphasis on nouns, pronouns, conjunctions, adjectives, adverbs, interjections, and prepositions.

V. Intensify study of verbs

A. Principal parts

B. Tenses

C. Agreement of subject and verb

D. Active and passive voice

E. Verbals - infinitives, participles and gerunds

VI. Punctuation

A. Review and apply use of capital letters, commas, and other marks of punctuation.

B. Use quotation marks for titles of articles, poems, or chapters.

C. Use underlining for titles of books and magazines.

D. Use apostrophe in contractions and possessives.

E. Introduce additional uses of comma:

1. To set off transitional words

2. To follow introductory clauses and long introductory phrases.

3. To set off appositives

F. Introduce use of colon and semi-colon.

LANGUAGE AND GRAMMAR (Continued)

VII. Grammar Usage

A. Understand the differences between standard and non-standard English.

B. Understand the differences and uses of formal and informal English.

VIII. Spelling

A. Use of diagnostic spelling test to determine weaknesses.

B. Review of spelling rules.

C. Study of junior high school spelling demons.

D. Development of spelling from literature vocabulary.

E. Use of plural forms of nouns, numbers, and letters.

F. Use of contractions.

G. Use of possessives.

IX. Dictionary Skills

A. Select definition suitable to context.

B. Learn to understand use of diacritical marks.

C. Use of syllabication.

D. Use of synonyms and antonyms.

X. Speech

A. Emphasis on correct pronunciation, enunciation, phrasing, and expression.

B. Dramatization of selected scenes from selections in American literature.

C. Write and present short, original plays.

D. Read original poetry and stories to the class.

E. Read favorite poems selected from noted authors.

Note: Teachers who feel comfortable with transformational generative grammar and who have adequate materials at hand may wish to use that approach to instruction in grammar.

ORAL COMPOSITION
Eighth Level

"Once more: Speak clearly, if you speak at all --
Carve each word before you let it fall."
Oliver Wendell Holmes

I. Types of oral language

A. Role-playing

B. Dramatization

C. Poetry reading

D. Formal and informal reporting

E. Small-group and whole-class discussion

II. Speaking skills (to be developed)

A. Using a pleasing voice

B. Giving events in sequence

C. Employing good word usage

D. Using a good beginning sentence

E. Knowing the material (or story) well

F. Using same words at different levels of pitch to express different emotions or meanings

G. Making it interesting by:

1. telling details

2. varying sentence structure

3. using varied vocabulary

4. avoiding choppy sentences

5. using direct quotations

6. using correct connecting words - avoiding "and so" and "well" habit

7. avoiding use of "you know" and "I mean"

8. avoiding use of "uh" at the beginning and in the middle of sentences

9. establishing a mood which gives imaginary pictures to audience

III. Listening Skills*

A. Identifying a purpose for listening

B. Showing interest

C. Interpreting what is heard

D. Avoiding interruptions

E. Identifying and relating with a character

F. Using imagination to help build atmosphere

G. Evaluating

* Some authorities attribute the cause of reading disability in many cases to poor listening ability. Skill development in this area is frequently overlooked.

WRITTEN COMPOSITION
Eighth Level

"Writing, when properly managed, is but a different name for conversation."
Laurence Sterne

I. Patterns in writing

A. Patterns for narration--chronological order

B. Patterns for exposition

C. Patterns for description - spatial order

D. Patterns for argument (persuasive writing)

II. Letter Patterns

A. Business letters of order, request, and thank you

B. Personal letters

C. Business letter envelopes

D. Personal letter envelopes

III. Business forms

A. Application forms

1. Work permits

2. Social Security

3. Civil Service

B. School forms

1. Registration

2. Emergency

3. Residence certification

4. Impact Aid

5. Bus ticket

6. Test answer sheets

WRITTEN COMPOSITION (continued)

IV. The tools of composition

A. Sentences

1. Review of sentences according to use or meaning (declarative, interrogative, imperative, exclamatory)

2. Kinds of sentences according to structure (simple, compound complex, compound-complex)*

B. Paragraphs: Method of development

C. Use of the "thinking the idea through before writing" process

V. Vocabulary

A. Use of abstract and concrete vocabulary

B. Use of figurative language

VI. Manuscript forms

A. Physical appearance

B. Correct division of words

C. Abbreviations

D. Numbers and figures

E. Proofreading

VII. Writing Experiences

A. Writing effective paragraphs

1. Selecting and developing effective topic sentences

2. Determining whether to develop paragraph by means of
   a. details (reasons, incidents, statistics, facts)
   b. examples
   c. comparison
   d. contrast
   e. combination of above

3. Writing effective "clincher" or summary sentence (wrapping it up)

B. Writing effective book reports

1. Identification of book
2. Classification
3. Description
4. Evaluation

* The whole concept of sentence structure could be treated as expansion of the basic patterns.

RULES FOR WRITTEN WORK

1. Use regulation size paper approximately 8½ by 11 inches.

2. Leave one inch margin on the left.

3. Leave one-half inch margin on the right.

4. Write your name and section on the right side about one-fourth inch from the top edge.

5. Place a comma between your name and section.

6. Write the date under your name, spelling the month in full.

   (Do not abbreviate or use a number for the month.)

7. Use a comma to separate the date of the month from the year.

8. Center the title on the first line. (Do not use "English" as a title. The title should tell what the paper is about.)

9. Skip a line after the title.

10. Capitalize the first word of the title and other important words.

11. Write all English assignments, except short drills and practices, in blue or black ink.

LEARNING PAK

TITLE BORROWED WORDS

CONCEPT: English is a living, growing, changing launguage, which adopts words from many sources.

PERFORMANCE LEVEL: Junior high school - eighth level

OBJECTIVE: Given a puzzle containing fifty-six words, students will be able to list word origin, meaning, separate the words into categories, and find the words in the puzzle with 75% accuracy.

PRE-TEST: Fill in the blanks below with the proper words:

1. Two tyrically American foods which are named after cities in Germany are _____ and _____.

2. An Eskimo's winter home is called _____.

3. The motto of the United States of America is _____ _____.

4. The names of two popular Italian foods are _____ and _____.

5. A popular New Year's Eve song is _____.

6. The Hawaiian word for greeting or farewell is _____.

7. A mountain range in the United States is named _____.

8. The tallest trees in the world are called _____.

9. Two kinds of Chinese food are _____ and _____.

10. An expression meaning "To your health" is _____

_____

R P S A I D S O N E U R C A U R E V O I R H

U E S S P A G H E T T I E H D N U S E G Y H

L A P T E T R E T R U E K N A R E I D E G A

I N T O U J O U R S L A M O U R Z G U T X V

S D E Z U S E M P E R F I D E I I S T E A W

M E Y M A D E M O I S E L L E O P V H Y U S

C S N S R O E O A C H I L I C O N C A R N E

M O K P R A A Z A B H P O I H I N C M R V M

N I N E E E Z Y S I X C E C L O O U P C I P

E E I P I T Z I A I O D W L Y M C F U V C E

H A C L S T I N U K L U K M D G R E R E I R

E K K U E E P O E J H V Q I E K A N G W A P

S F E R N Z G L R N Y A O E B I G M E E I A

R R R I O U R A K D I S K U S D N E R C R R

E A R B R S A H R J O H N I S A S E C A D A

D U O U I E C S A Y O N A R A P A A M L E T

E I C S T P I J U W I C A W A R I T O O I U

I E K U A E A N T P G C Z K X I A A E H U S

W I E N E R S C H N I T Z E I Q A I I A N O

F N R U N C A F E V R I A I C E N E S T E I

U T A M O S H A N T E R I K A Y I K U S T D

A U L D L A N G S Y N E P R O N T O R U Z A

(Reprinted Maturity Magazine)

1. Use the dictionary to find the language from which each word on the right is taken.

2. Write the present meaning of each word.

3. List words in categories, according to language from which each comes--such as French, Spanish, etc.

4. Find as many words as you can in the puzzle. They read forward, backward, up, down, or diagonally. As you find them, circle the word in the puzzle and on the list at the right.

Adios
Aloha
Auf Wiedersehen
Auld Lang Syne
Au Revoir
Bazaar
Buenos Dias
Cafe
Charivari
Chili con carne
Chop Suey
Chow Mein
Clair de Lune
Crepe Suzette
Eclair
E Pluribus Unum
Femme Fatale
Frankfurter
Fraulein
Garcon
Gesundheit
Gracias
Guru
Hamburger
Igloo
Khaki
Knickerbocker
Mademoiselle
Monsieur
Mukluk
Nyet
Oolong
Peau de Soie
Piazza
Piccalilli
Pizza
Poi
Pronto
Repondez s'il vous plait
Salaam
Sauerkraut
Sayonara
Semper Fidelis
Semper Paratus
Senorita
Sequoia
Shalom
Sierra
Spaghetti
Sukiyaki
Tam-o-shanter
Tet
Toujours L'amour
Vaya Con Dios
Wahine
Wiener Schnitzel

POST-TEST:

1. What is the difference between piazza and pizza?

   _____

2. What is the name given to trousers which buckle below the knee?

   _____

3. "Semper Fidelis" is the motto for which branch of the armed forces of the United States?

   _____

4. The New Year in Oriental countries is called _____.

5. What abbreviation is often used on invitations to show that the host or hostess desires to know whether or not you will attend? What does this abbreviation mean?

   _____

6. A very thin pancake used as dessert is called _____

   _____.

7. What is the color of the material from which Army uniforms are made?_____

8. "Semper Paratus", the motto of the United States Coast Guard means _____.

9. A Hebrew word meaning "hello", "goodbye", "peace be with you" is _____.

10. A French expression meaning "love always" is _____

    _____.

11. List as many words as you can under the following categories:

FOODS	WORDS OF GREETING OR FAREWELL	WORDS FROM ASIAN COUNTRIES

PRE-TEST ANSWERS

1. Frankfurter, hamburger
2. Igloo
3. E Pluribus Unum
4. Spaghetti, pizza
5. Auld Lang Syne
6. Aloha
7. Sierra
8. Sequoia
9. Chop suey, chow mein
10. Gesundheit

POST-TEST ANSWERS

1. Piazza is a porch. Pizza is a food.
2. Knickerbocker
3. United States Marine Corps
4. Tet
5. R.S.V.P. Please reply
6. Crepe Suzette
7. Khaki
8. Always prepared
9. Shalom
10. Toujours, l'amour

FOODS

Pizza
Chili con carne
Chop suey
Chow Mein
Crepe Suzette
Eclair
Frankfurter
Hamburger
Oolong
Poi
Sauerkraut
Sukiyaki
Spaghetti

GREETING OR FAREWELL

Adios
Auf Wiedersehen
Au Revoir
Salaam
Shalom
Aloha
Auld Lang Syne
Buenos Dias
Sayonara
Vaya Con Dios

ASIAN

Sukiyaki
Oolong
Sayonara
Chop Suey
Chow Mein
Bazaar
Khaki
Salaam
Guru
Tet
Poi
Wahine

LEARNING PAK

TITLE: FORMING PLURALS

CONCEPT: Plural forms of nouns usually follow a pattern; however, some words are unique.

PERFORMANCE LEVEL: Junior high school - eighth level

OBJECTIVE: Given a list of 25 singular nouns, students will be able to write the plural forms with 90% accuracy.

PRE-TEST: Dictate the following words. Have students write the plural form of the words.

1. ox
2. knife
3. alley
4. baby
5. ax
6. woman
7. child
8. watch
9. radio
10. sister-in-law

LESSON: Give the plural form of the following words. Use the dictionary, if necessary. Refer to the rules in your book concerning the formation of plurals.

1. Kennedy
2. handful
3. attorney-at-law
4. shelf
5. police chief
6. solo
7. wife
8. echo
9. sweet potato
10. timecard
11. warehouse
12. salesman
13. test
14. teaspoonful
15. sheep
16. fish
17. Washingtonian
18. mouse
19. frogman
20. saleslady
21. army
22. strongbox
23. Jones
24. roof
25. march

POST TEST: Give the following test. Have students write the plural forms of the following words:

1. cry
2. their own family name
3. radio
4. wristwatch
5. daughter-in-law
6. peach
7. countryman
8. textbook
9. deer
10. loaf of bread

ANSWERS TO PRE-TEST:

1. oxen
2. knives
3. alleys
4. babies
5. axes
6. women
7. children
8. watches
9. radios
10. sisters-in-law

ANSWERS TO LESSON:

1. Kennedys
2. handfuls
3. attorneys-at-law
4. shelves
5. police chiefs
6. solos
7. wives
8. echoes
9. sweet potatoes
10. timecards
11. warehouses
12. salesmen
13. tests
14. teaspoonfuls
15. sheep
16. fish
17. Washingtonians
18. mice
19. frogmen
20. salesladies
21. armies
22. strongboxes
23. Joneses
24. roofs
25. marches

ANSWERS TO POST-TEST:

1. cries
2. ----
3. radios
4. wristwatches
5. daughters-in-law
6. peaches
7. countrymen
8. textbooks
9. deer
10. loaves of bread

LEARNING PAK

TITLE: SPELLING DEMONS

CONCEPT: Spelling rules do not apply to all words.

PERFORMANCE LEVEL: Junior high school - eighth level

OBJECTIVE: Given a list of fifty words - some spelled correctly, some spelled incorrectly - the student will be able to pick out 90% of the misspelled words and write them correctly.

PRE-TEST: Dictate the following words and correct the papers:

1. while
2. believe
3. receive
4. beginning
5. Wednesday
6. September
7. January
8. doesn't
9. friendship
10. interesting

LESSON: From the fifty words given below, put an X mark next to the ones you think are misspelled. Then write the correct spelling for the word.

1. millyun
2. neccessary
3. necessity
4. orfanage
5. exampel
6. copper
7. statement
8. marrage
9. senater
10. believe
11. recieve
12. remmember
13. strawberrys
14. junoir
15. nineth
16. celabration
17. population
18. referance
19. intresting
20. occassion
21. attendense
22. dictionary
23. potatoe
24. dangrous
25. compass
26. reccomend
27. similar
28. eigth
29. weight
30. hieght
31. peice
32. nilon
33. liberry
34. electric
35. humorous
36. mystifie
37. important
38. peacefull
39. society
40. comedy
41. bannar
42. Teusday
43. excellent
44. ritten
45. therfore
46. comittee
47. minute
48. Febuary
49. principel
50. alright

POST-TEST: Dictate the following twenty words to see if student has mastered spelling from the previous exercise.

1. necessary
2. example
3. eighth
4. ninth
5. Tuesday
6. attendance
7. potato
8. February
9. dangerous
10. strawberries
11. believe
12. beginning
13. receive
14. important
15. library
16. peaceful
17. nylon
18. interesting
19. junior
20. written

CORRECT SPELLING FOR MISSPELLED WORDS IN THE LESSON:

1. million
2. necessary
3. orphanage
4. example
5. marriage
6. senator
7. receive
8. remember
9. strawberries
10. junior
11. ninth
12. celebration
13. reference
14. interesting
15. occasion
16. attendance
17. potato
18. dangerous
19. recommend
20. eighth
21. height
22. piece
23. nylon
24. library
25. mystify
26. important
27. peaceful
28. banner
29. Tuesday
30. written
31. therefore
32. committee
33. February
34. principal or principle
35. all right

LEARNING PAK

TITLE: VOCABULARY

CONCEPT: Students will become curious about unfamiliar words which cross their paths. The student can be motivated to research these words and get on "speaking terms" with them.

PERFORMANCE LEVEL: Junior high school - eighth level

OBJECTIVE: With the aid of a dictionary, the student should be able to perform the assignment with 90% accuracy.

MATERIAL: Dictionary for junior high school students

PRE-TEST: Directions: Read each sentence carefully. Underline the word in the parentheses which is better suited for the sentence.

1. The lady was (arrayed-arrested) in a beautiful costume for the ball.
2. The (deadly-artificial) flowers looked fresh and alive.
3. The prisoners were struggling for (liberty-friction)
4. The crying baby was very (reserved-fretful).
5. Automobile traffic "stop" signs are made in the shape of (a pentagon-an octagon).
6. In olden times some prisoners were (commended-tortured) for their crimes.
7. The convict did not (repent-revise) for his crime.
8. The steady rain (peeled-pelted) the cornfields.
9. Some foods will (perish-produce) quickly if they are exposed to the air.
10. The hunters are planning a (safari-sermon) in Africa.

LESSON T: Compound words are two words put together to form a new word. For example: FOOTBALL is made from foot and ball. POLICEMAN is made from police and man. See if you can supply the compound words for the following:

1. mail deliverer: _____
2. the son of one's son or daughter _____

3. milk deliverer:_____

4. a main road:_____

5. opposite of sunset: _____

6. a large room for dancing:_____

7. a steady male chum:_____

8. a heavy paper coated on either side with a layer of sand:_____

9. a container for a caffeine beverage:_____

10. a large sour fruit usually eaten for breakfast:

_____

LESSON II: Words that have the combination letters of AN are featured here. Can you supply the AN words for the following?

1. a shoe that is just a sole with a strap or straps:

_____

2. a word meaning clean and healthful:_____

3. a small house or shack:_____

4. an enclosed automobile, usually with four doors:

_____

5. a great amount or plenty of something:_____

6. a waterway that looks like a river, but has been dug by man:_____

7. a person who is running for office:_____

8. a person whose business it is to buy and sell goods:

_____

9. a trick:_____ _____

10. a very young lady:_____

LESSON III: Supply the IN or AN letter combinations for the following words. Look up in the dictionary the words that are not familiar to you:

1. mat--ee
2. arrog--t
3. aspir--
4. eng--eer
5. ench--t
6. nom--ate
7. pi--ist
8. sext--t
9. tri--gle
10. veter--

LESSON IV: Using your dictionary, find synonyms and antonyms for the following words:

Find Antonyms

1. strict:_____

2. generous:_____

3. affluent:_____

4. jovial:_____

5. occupation:_____

6. difficult:_____

7. modest:_____

8. jaunty:_____

9. construct: _____

10. radical: _____

Find Synonyms

1. vigorous:_____

2. humane:_____

3. shrewd:_____

4. furious:_____

5. pastor:_____

6. lecture:_____

7. legible:_____

8. journalist:_____

9. retrieve:_____

10. larceny:_____

ANSWERS TO PRE-TEST:

1. arrayed
2. artificial
3. liberty
4. fretful
5. octagon
6. thrashed
7. repent
8. pelted
9. perish
10. safari

ANSWERS TO LESSON I:

1. mailman
2. grandson
3. milkman
4. highway
5. sunrise
6. ballroom
7. boyfriend
8. sandpaper
9. teapot or coffeepot
10. grapefruit

ANSWERS TO LESSON II:

1. sandal
2. sanitary
3. shanty
4. sedan
5. abundance
6. canal
7. candidate
8. merchant
9. prank
10. infant

ANSWERS TO LESSON III:

1. matinee
2. arrogant
3. aspirin
4. engineer
5. enchant
6. nominate
7. pianist
8. sextant
9. triangle
10. veteran

POST-TEST: Directions: Supply the missing letters of the compound words:

1. taxi---
2. break----
3. ------bread
4. proof----
5. ----mark
6. ----skin
7. ---teen
8. long----
9. ---corn
10. ----plow

Directions: Match the letter of the word with its definition:

1. morning meal _____
2. clean and healthful_____
3. a waterway_____
4. a rundown house____
5. wealthy_____
6. a measuring instrument_____
7. recover; regain_____
8. a great amount of something_____
9. a writer_____
10. to die_____

a. shanty
b. affluent
c. sextant
d. abundance
e. journalist
f. perish
g. breakfast
h. sanitary
i. retrieve
j. canal

POST-TEST (continued): Directions: From the list below supply the missing word in each sentence:

highway football candidate mailman sandals
merchant sedan octagon prank fretful

1. The _____delivered the letter.
2. The girl was wearing blue _____.
3. The _____for office made a speech.
4. Joe Namath is a _____star.
5. My father has bought a new _____to replace his old automobile.
6. The _____sold the garments to the businessman.
7. The _____has eight sides.
8. Children are frequently _____when they are sleepy.
9. My brother played a _____on my sister.
10. We are going to use the new _____when we drive to Missouri.

POST-TEST Answers:

FIRST TEST

1. cab
2. fast
3. ginger
4. read
5. land
6. buck
7. can
8. horn
9. pop
10. snow

SECOND TEST

1. g
2. h
3. j
4. a
5. b
6. c
7. i
8. d
9. e
10. f

THIRD TEST

1. mailman
2. sandals
3. candidate
4. football
5. sedan
6. merchant
7. octagon
8. fretful
9. prank
10. highway

LEARNING PAK

TITLE: WORDS WITH MORE THAN ONE MEANING

CONCEPT: Many words have more than one meaning, and the meaning is dependent on the way a word is used in a sentence.

PERFORMANCE LEVEL: Junior high school - eighth level

PRE-TEST: Write two meanings for each of the following words:

play order policy account position

LESSON: Read over the sentences carefully. Think of one word which would fit into the blanks in each sentence. Write the word in the blanks.

1. I was sitting in a dark _____of the room when out of the _____of my eye I saw my host greet a newcomer.

2. _____ing my way through the crowd, I arrived at the counter where I purchased a spool of _____.

3. It makes my head _____to hear him _____such a fantastic story.

4. As we left the _____of Maine, I am happy to _____, I was in a cheerful _____of mind.

5. I listened with eager _____as the banker explained how much _____my savings could earn.

6. In _____I am not at home, have the _____delivered to my next-door neighbor.

7. My _____of thought was broken when the _____ came to a sudden stop. Looking out, I saw a prince, followed by a _____of servants, coming toward us. Obviously, the engineer had been _____to stop on the prince's signal.

8. _____marked in July, the letter had been sent from an Army _____in Germany. Now it lay in the letter-box which tilted crazily on top of the crooked _____.

9. The office of the _____bookkeeper is at the _____ of the stairs.

LESSON
(continued):

10. Before the _____faded from the setting sun, we had a _____supper and then went to the movies.

RIDDLES: Can you guess the answers of these riddles? In every case, the answer is a word with more than one meaning. For example: You can carve initials on it, store things in it, or watch an elephant take peanuts with it. The answer is TRUNK. Choose your answers to the riddles below from the following words:

spirits order capital light carriage draft
score mortar degree bridge blocks litter

1. You can find one in every musical show, you can make one in basketball, and you can count by twenties with it.

2. You can fire it, hold bricks together with it, or mix things in it.

3. It means a lot of puppies, it makes a room untidy, and it comes in handy for carrying a sick perso...

4. A bird has to do it when it settles on a perch, a room has to have it to keep everything in sight, and it's what anything is when it doesn't carry much weight.

5. There's one in every state, and you can seldom start a sentence or a business without it.

6. You can ride in it, but it also shows when you walk, and every typewriter has one.

7. You can join one, the grocer can fill one for you, and it straightens out confusion.

8. We like to have ours high, they frighten us when they're raised from the dead, and some people drink them.

9. Your nose has one, some people have them in their mouths, and it can be played with four hands.

10. You can catch cold in one, or you can cash it at a bank, but if you get caught in one you'll find yourself in uniform.

LESSON:
(continued)

11. Children play with them, men build houses on them, and a football player does it in every game.

12. It gives latitude, measures heat, and makes a college graduate.

POST-TEST: Write two different meanings for each of the following words:

spin state light head capital draft

ANSWERS TO LESSON:

USING THE SAME WORD WITH DIFFERENT MEANING

1. corner
2. thread
3. spin
4. state
5. interest
6. case
7. train
8. post
9. head
10. light

RIDDLES

1. score
2. mortar
3. litter
4. light
5. capital
6. carriage
7. order
8. spirits
9. bridge
10. draft
11. blocks
12. degree

SUGGESTED LESSON

VOCABULARY

Find the correct word for the definitions listed below: Choose from the following word list.

courtesy	disappeared	hero	encounter
mission	disputes	captive	exhibit
collection	faithful	pleads	urge
microscope	approaches	exciting	betrayal
illustrated	furious	descend	accomplish
immense	gradually	grip	honors

1. meet accidentally; come upon without warning_____
2. argue for; plead in behalf of something_____
3. full of adventure; filled with new and interesting occurrences_____
4. a man famed for courage or deed of bravery_____
5. arguments; quarrels; questions on which people do not agree_____
6. politeness; act of kindness or respect_____
7. an instrument for making very tiny objects appear larger_____
8. vanished from sight_____
9. very, very large_____
10. a group of things_____
11. containing pictures_____
12. a person or animal that has been taken prisoner against his will _____
13. slowly; little by little_____
14. very angry; in a rage_____
15. loyal; trustworthy; incapable of betrayal_____
16. draws near_____
17. begs; prays; asks earnestly_____
18. show; display publicly_____
19. go down_____
20. a fast hold; a tight grasp_____
21. duty; errand_____
22. treats with respect, politeness, and love_____
23. do something with complete success; carry out; bring about_____
24. proved false to; lost the trust of; given over secretly to the enemy _____

SUGGESTED LESSON
MATCHING SYNONYMS

Directions: Choose from Column B the definition which correctly fits the word in Column A.

A		B
1.	famous	a. forceful
2.	capable	b. hard
3.	compelling	c. surprising
4.	urgent	d. beaten
5.	interrupted	e. necessary
6.	perilous	f. well-known
7.	difficult	g. boastful
8.	defeated	h. met
9.	encountered	i. dangerous
10.	courteous	j. skillful
11.	disappear	k. polite
12.	imagine	l. broken into
13.	develop	m. force
14.	deny	n. surprise
15.	overcome	o. get ready
16.	amaze	p. get
17.	prepare	q. say "no"
18.	obtain	r. get the better of
19.	heal	s. blame
20.	illustrate	t. draw pictures
		u. think
		v. make well
		w. vanish
		x. grow

SUGGESTED LESSON

VOCABULARY BUILDING

Directions: Can you make new words from the following? Try your hand at them. Example: judge: judgment, judging, judicate

1. occur
2. salt
3. addition
4. work
5. difficult
6. accident
7. defeat
8. acknowledge
9. excite
10. real
11. admire
12. encounter
13. amaze
14. prepare
15. obtain
16. heal
17. zeal
18. fame
19. care
20. person
21. prove
22. decide
23. argue
24. cry

VOCABULARY DRILL

Directions: Use the words below in the proper blank spaces.

fame	famous	infamous
compel	compelled	compelling
capable	incapable	capability
triumph	triumphed	triumphant
lack	lacked	lacking

1. Although few people had heard of him before, Colonel Charles A. Lindbergh achieved _____after he had flown across the Atlantic Ocean.

2. Murderers and thieves are _____people.

3. Every automobile owner should be _____to keep his care in safe condition.

4. Frank _____the necessary credits to graduate; therefore, he went to summer school.

5. Early in our history, the American soldiers were _____over the British Redcoats.

6. No one doubts John's _____as a worker; everyone is always satisfied with what he does.

7. Our teacher said to a lazy boy, "If you do not stop wasting your time, I must _____you to stay after school to finish your work.

8. If you are _____of doing eighth grade work, you will not be promoted to the ninth grade.

9. Abraham Lincoln _____over poor schooling by reading many books.

10. These foods _____taste; let us use more salt.

SUGGESTED LESSON

WORDS DERIVED FROM GREEK AND LATIN ROOTS

INTRODUCTION: Many words which have to do with parts of the body come from Greek and Latin root words. Cap, for example, means head and ped means foot. Card means heart; derm means skin; man means hand. These roots are used to form a number of English words. See if you can complete the sentences below by writing one of these words in each space: head, heart, skin, hand(s), or foot(feet).

1. The captain of the football team is the _____of the team.
2. A pedal on a bike is pushed with the _____.
3. A cardiac attack is another way of saying _____attack.
4. When a woman has a manicure, she has work done on her fingers and _____.
5. When a space ship is on manual control, it is being guided by _____.
6. The epidermis is the outer layer of _____.
7. A pedestrian is someone who is moving on _____.
8. Manufacture once meant to make something by _____.
9. Capital punishment means the death penalty - the taking of the criminal's _____or life.
10. A biped is a two _____ed animal, such as a human being.
11. A quadruped is a four _____ed animal, such as a dog.
12. A dermatologist is a doctor who takes care of _____ problems.
13. A manuscript is a story written by _____or typewriter, but not yet printed.
14. A pedestal is the _____of a column or statue.
15. A cardiograph is a machine which checks the movements of the _____.
16. Manacles are chains for wrists or _____cuffs.
17. The capital of a state is the _____or chief city in that state.

SUGGESTED LESSON
REWRITING SENTENCES

Rewrite the following sentences. Begin your sentences with the words in parentheses and then continue the sentences, making all necessary changes.

Example: They sit at the window and watch the traffic. (He....)
Answer: He sits at the window and watches the traffic.

1. They wash their hands and dry them on a towel. (She....)

2. They hit their dog with a stick when they are angry with it. (I....)

3. Birds build their nests in the summer and fly to the South in the winter. (A bird....)

4. The children play all morning and sleep in the afternoon. (The child....)

5. My friends like meat but do not like fish. (My friend....)

6. These boys say that they always listen carefully but do not always understand their teachers because the teachers speak too quickly and use very difficult words. (That boy....)

7. His brothers work hard all day and want to rest in the evening. (His brother....)

8. They want to buy some toys, because their sons have a birthday tomorrow. (He....)

9. They come to our library every Thursday and read a book every week. (John....)

10. They like English and want to learn quickly. (Tom....)

QUICK EXERCISE TO INCREASE WORD POWER

Duo means a group of two; dual means double or twofold; duplex is an apartment with rooms on two floors; duplicate means to make an exact copy of something. Now use the underlined words correctly in the sentences below.

1. The Jones family has just moved into a _____.

2. Please _____this letter and send a copy to Mr. Jones.

3. When the lead singer left the group, the trio became a _____.

4. Mr. and Mrs. Jones had a _____purpose in wanting to move: (1) to live closer to the country, and (2) to get a larger apartment.

SUGGESTED LESSON

ANALOGIES

Directions: Look at the first pair of words in each group. How are they related? Which of the pairs in the group is related in the same way? Circle the correct answer.

Example: salute: respect :: (obey-officer) (hello-wave) (kiss-affection)
A salute is a gesture of respect; a kiss is a gesture of affection. Therefore (kiss-affection) is the correct answer.

1. listen:hear:: (taste-smell) (look-see) (run-sit) (talk-mouth)

2. one:two:: (twins-babies) (third-second) (story-trial) (solo-duet)

3. sugar:sweet: (candy-chocolate) (bread-hungry) (vinegar-sour)

4. male:female:: (rooster-hen) (boy-father) (mother-daughter)

5. lamp:light:: (radiator-heat) (switch-electric) (iron-clothes)

6. dance:feet:: (sing-music) (crayons-draw) (type-fingers)(toes-shoes)

7. airplane:air:: (kite-fly) (bird-wing) (free-happy) (boat-water)

8. waiter:restaurant:: (school-teacher) (nurse-hospital) (office-secretary)

9. bracelet:wrist:: (hand-glove) (ear-earring) (necklace-earring)(necktie-neck)

10. laughter:tears:: (smile-frown) (sneeze-handkerchief) (raincoat-rain)

11. music:ear:: (sound-speech) (smell-taste) (deaf-blind) (colors-eye)

12. three+two:: (triangle-square) (tricycle-bicycle) (twins:triplets)

Sometimes we speak of the way people act by comparing them to animals. Complete the following phrases by writing words from the word box below in the right spaces. Use each word only once:

1. happy as a _____
2. slippery as an _____
3. hungry as a _____
4. wise as an _____
5. busy as a _____
6. sly as a _____
7. gentle as a _____
8. brave as a _____
9. quiet as a _____
10. stubborn as a _____
11. playful as a _____
12. strong as an _____
13. dirty as a _____
14. scared as a _____
15. blind as a _____
16. swift as a _____
17. laugh like a _____

Choose your words from this list: rabbit, fox, mule, bat, wolf, lamb, owl, bee, ox, eel, mouse, lark, deer, pig, lion, hyena, kitten

SUGGESTED LESSON
SPACE WORDS

Many space words come from Greek and Latin roots. Sol, for example, means sun and luna means moon. Geo and terra both mean earth. Astro and stella both mean star. These roots are used to form a number of English words. Complete the following sentences by writing one of these words in each space: sun, moon, stars, or earth.

1. The space ship was in lunar orbit. That means it was going around the _____.

2. If a spaceship were in solar orbit, it would be going around the _____.

3. Astronomy is the study of planets and _____.

4. Solar heat is used in certain homes. This kind of heat comes from the rays of the _____.

5. Subterranean means under the surface of the _____.

6. A lunatic is someone who is insane. It was once believed that insanity was caused by staring too long at the _____.

7. A terrace is a raised level of _____supported by a wall or bank of turf.

8. An astronaut is a space explorer, or someone who travels among the _____.

9. An astrodome is a clear dome through which you can see the _____.

10. We live in the solar system. This means that Earth, Mars, and the other planets go around the _____.

11. Geography is the study of the land, seas, plants, animals, etc. of the _____.

12. Stellar means like a _____.

13. A constellation is a group of _____

14. Astrology is a system of fortune telling. Astrologers predict human events by the positions of the _____.

SUGGESTED LESSON
WORDS FREQUENTLY CONFUSED

A. all ready (completely ready (everybody or everything ready)
already (previously)

B. all together (in the same place) (everybody or everything together)
altogether (entirely)

C. past -- adjective, preposition, noun, or adverb
passed - verb

Place the correct words in the blanks below:

1. (c) I _____the test.

2. (B) The seniors were _____ in the auditorium.

3. (c) Tell me about your _____experiences.

4. (B) There is _____too much noise.

5. (C) He has grown an inch during the _____year.

6. (A) Jerry has _____eaten his lunch.

7. (A) The potatoes are _____to cook.

8. (B) These shoes are _____too tight for me.

9. (A) The children are _____to go.

10. (A) I have _____told Dad that we are _____to go.

11. (C) I _____every test during the _____ semester.

12. (B) By the time the suitcases were _____, the train had _____ left.

13. (B) They were _____at Thanksgiving time.

14. (C) It is _____nine o'clock.

15. (B) _____we shouted.

16. (C) The _____week was an interesting one.

17. (B) When we were _____, we opened the gifts.

18. (C) The bus _____the corner without stopping.

Note: In addition to the preceding exercises, helpful suggestions will also be found in Guide for the Teaching of Developmental Reading in the Secondary Schools, D. C. Public Schools, 1971, pp. 13, 14, 21, 62, 63, 64, 68, and 85.

RESOURCES AND MATERIALS
Eighth Level

The Department of English has approved a wide assortment of materials and resources to satisfy diverse interests and to meet the varied needs of individual and groups of students. The materials are to be used in the development of skills and the broadening of concepts and skills of students as they are given developmental tasks.

Since there must be continuous and sequential emphasis as well as flexibility in the skill-building approaches, an assortment of materials and aids that supplement a comprehensive program would include the following:

Experience charts offering opportunity for recording and sharing first hand experiences.

Duplicated material including teacher prepared slides, pictures, transparencies, and masters.

Workbooks and practice sheets employed intelligently as follow-up lessons and not busy work.

Materials in content areas make a balanced reading program.

Supplementary reading texts having broad subject appeal and high interest value.

Dictionaries that are essential in the classroom to promote steady growth and independent study.

Newspapers providing opportunity for acquiring knowledge about present-day happenings and stimulating application of communication skills.

Magazines which aid reading growth, foster enjoyment in reading.

Maps, globes, diagrams, tables, and related materials provide background and reference essential in helping students read effectively in content areas.

Pamphlets, bulletins, and files of pictures contribute to reading by providing illustrative material.

Audio-visual equipment (cassette and tape recorders, radio, television, recordings of prose and poetry, films, and filmstrips) contribute to the development of the learners' background for concepts and understandings necessary in effective reading.

Classroom collections of library books offer opportunity for students to apply skills, extend interests, and learn to read independently.

School and community library facilities contribute to the development of interest in and taste for good literature.

RESOURCES AND MATERIALS
(continued)

The Media Center at Twining School has many materials avaiable to teachers by special order.

Grolier Educational Corporation, 845 Third Ave., New York, N. Y. 10022
Reading Attainment System II (Kit)

1. "The Training of an FBI Agent" (related to unit on Washington, D.C.)
2. "The Woman Who Ran the Underground Railroad" (related to emphasis on American history)
3. "When Seven-Year-Olds Worked in Factories" (American history)
4. "The History of the Draft in War and Peace" (American history)
5. "The Race for a Wife - An African Folktale" (emphasis on multi-ethnic literature)
6. "The Sinking of the Bismarck"(American history)
7. "Braille--The Man Who Taught His Fingertips to See" (multi-ethnic)
8. "Soul Food" (multi-ethnic)
9. "The Clothes Your Mother and Grandmother Wore" (American history)
10. "Mutiny" (American history)
11. "Bullfighting"(Multi-ethnic)
12. "Ghost Towns" (American history)
13. "Wilma Rudolph, Woman Track Star" (multi-ethnic)
14. "Geronimo" (American history; multi-ethnic)
15. "Mata Hari" (American history)
16. "Black Cowboys" (American history; multi-ethnic)
    a. Black Jim
    b. Bronco Sam
    c. Cherokee Bill
    d. Bill Pickett
17. "Gold Rush" (American history)
18. "The Rescue of the Crew of PT 109" (American history)
19. "The Tragic Story of Anne Frank" (multi-ethnic)

RESOURCES AND MATERIALS
(continued)

20. "Where Do Our Laws Come From?" (American history)
21. "The Slave Ship Revolt" (American history)
22. "First Men in America" (American history)
23. "FBI Laboratory" (unit on Washington, D. C.)
24. "Census- Head Count for the Nation" (American history)
25. "The Lady Mayor of San Juan" (multi-ethnic)
26. "Country Music" (American history)

The Department of English also has a special lending section at Twining School from which materials can be borrowed. Materials on eighth level which are available are:

Springboard Kits (John Wiley & Sons, New York)
1. Biography
2. Negro in American History
3. Viewpoints in Fiction Program
4. Language Arts
5. Fiction in Viewpoints
6. Fiction on the Job

Dimensions
1. We are Black
2. An American Album

Special records available from the office of the Department of English in the Presidential Building are:

Worlds of Literature, Poetry I and Poetry II
(Audio Education, Inc.)

How to Read and Understand Poetry

Vocabulary Development Program

Filmstrips available from the Department of English in the Presidential Building are:

SVE Educational Filmstrips
1. Understanding Your Language
2. Linguistic Backgrounds of English

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2. Bontemps, Arna (Editor), American Negro Poetry. The Colonial Press, Inc. 1963.

3. Bridges, Catherine; Carstensen, Carol, et al., American Studies, Roosevelt High School, 1969.

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7. Hoopes, Ned, Stories to Enjoy (Literary Heritage Series), New York, The Macmillan Company, 1967.

8. Meltzer, Milton, In Their Own Words: A History of the American Negro (1619-1865). New York, Thomas Y. Crowell Company, 1964.

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11. Perrine, Laurence, One Hundred American Poems of the 20th Century. Harcourt Brace, and World, Inc., 1966.

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13. Smiley, Marjorie B., People in Poetry (Macmillan Gateway English) The Macmillan Company, 1966.

14. Stevens, Louise G. New Dimensions in Literature, Introduction to Drama. Wichita, Kansas, McCormick-Malthers Publishing Co., Inc. 1965.

15. Stratton, Madeline R., Negroes Who Helped Build America. Boston, Mass., Ginn and Company, 1965.

16. Weisman, Leon, Black Poetry for All Americans, Globe Book Company, Inc., 1971.

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18. Willis, Irene, et al., New Worlds Ahead. New York, Harcourt, Brace, and World, Inc., 1969.

19. Neglected Literature, D. C. Public Schools Curriculum, 1969

20. A Guide for the Teaching of Developmental Reading in the Secondary Schools, D. C. Public Schools, 1971.

21. Language Arts Curriculum of the state of Georgia, 1960

22. The National Council of Teachers of English, The English Journal:

May, 1971
a. "Mark Twain and Journalistic Humor Today"
b. "A Teacher's Session with Hair"
c. "Teaching Materials"

April, 1971
a. "Behaviorial Objectives and Teaching of English"
b. "Theater and Dramatic Arts in Secondary Schools"
c. "A Poet for the New Generation (Emily Dickinson)"

November, 1970
a. "Reading, Writing, and the Underachiever"
b. "Poetry is Alive and Well"
c. "Non-Black Teacher, Black Literature, and Black Students"

WASHINGTON, D. C.

"Washington is a city whose principal business is government, whose principal product is history. Nowhere else in the United States is it so easy to feel the past living in the present, to see new history made each day. Examples of this continuity are the Capitol and the White House - buildings almost as old as the nation yet still vigorously involved in the enactment of our future."

I. The Capital City

A. Occupies about seventy square miles on the Maryland side of the Potomac River.

B. Site chosen in 1790 by George Washington.

C. Mid-Atlantic location gives city a climate that is brisk in winter, hot and humid in summer, and pleasant in spring and fall.

D. Visitors now total about eight million annually.(Transients are mostly tourists.)

E. A cosmopolitan city, with all states represented and most foreign countries.

II. Tourist Attractions

A. U. S. Capitol

B. U. S. Botanic Gardens

C. Library of Congress

D. Folger Shakespearean Library

E. U. S. Supreme Court

F. Union Station

G. National Archives

H. Department of Justice

I. The White House

J. The District Building

K. Rock Creek Park (Zoo)

L. Blair House

M. Lincoln Memorial

N. Washington Monument

O. Japanese Cherry Trees

P. Thomas Jefferson Memorial

Q. Bureau of Printing and Engraving

R. Smithsonian

S. Museum of Natural History

T. National Gallery of Art

U. Sylvan Theatre

V. Watergate

W. Embassy Row

X. Kennedy Center for Performing Arts

Y. Museum of African Art

Z. Ford's Theatre and Lincoln Museum

III, Street Pattern

A. Original plan drawn in 1791 by Pierre Charles L'Enfant, a talented young French architect and engineer who served as a major with Lafayette during the American Revolution.

B. City based on broad avenues.

C. City divided into four quadrants - northwest, northeast, southwest, southeast.

D. Important role played by Benjamin Banneker in planning of city.

IV. Growth of a City

A. Philadelphia was the capital of the United States in 1790.

B. Site for a "Federal City" chosen as a result of political compromise.

1. Both North and South had wanted the capital.
2. Issue settled when Hamiltonians in Congress voted for a southern site in return for the Jeffersonians' support of a money measure.

C. Land ceded by Maryland and Virginia (Virginia's land returned in 1846).

D. L'Enfant's plan laid out by Major Andrew Ellicott, an expert surveyor.

E. Construction began on "President's Palace", as it was called, in 1792, and on the Capitol in 1793.

F. Washington a rude frontier town when sixth Congress moved to new capital on December 1, 1800.

G. Pennsylvania Ave. a dirt road in Lincoln's day and railroad permitted to have its terminal on the mall.

H. Alexander Shepherd made head of public works in 1871.

I. Senator James McMillian of Michigan headed the new parks commission in 1900.

1. Made L'Enfant's long-abused dream a reality.
2. Mall was cleared and government buildings planned.
3. Trees planted and park system enlarged.

J. Every state honored through the names of avenues (Alaska Avenue, Hawaii Avenue, Delaware Ave., etc.)

WASHINGTON, D. C.
(continued)

V. Seat of Government

A. The Capitol (at the junction of North, South, and East Capitol Streets and the Mall)

1. Washington's most familiar symbol of government.
2. Located on high ground --88 feet above the Potomac.
3. Structure covers three and one-half acres.
4. Thomas Crawford's statue of Freedom surmounts the dome.
5. Capitol designed by Dr. William Thornton, a physician who was also a portrait painter, inventor, and a poet - but who never studied architecture.
   a. Died before completion of the building
   b. Later architects, including Benjamin Latrobe, were faithful to his basic design.
6. Burned during the War of 1812 by the British.
7. Cast-iron dome not finished until the Civil War.
8. East Front moved forward 32 feet in 1961 to give better architectural balance.
9. Picture-taking permitted in Statuary Hall and the Rotunda, but not in the rest of the building.
10. Houses legislative branches of the government.
11. Historical paintings, prints, and sculpture displayed in the corridors.

B. The Supreme Court (First and East Capitol St., N. E.)

1. Designed by architect Cass Gilbert.
2. Completed in 1935 at a cost of $3,000,000.
3. Built in the style of a classic Grecian temple.
4. Inscription "Equal Justic Under Law" located on the frieze above the columns.
5. Suite of rooms for each of the nine justices.
6. Meetings presided over by the Chief Justice.
7. Decisions handed down on Mondays.
8. Conducted tours of the building when Court is not in session.
9. Highest judicial power in the United States rests with this branch of government.
10. Court concerned only with the meaning of the Constitution and hears only cases requiring a Constitutional interpretation.
11. May nullify any Federal, state, or local law which, in its opinion, violates any provision of the Constitution.
12. Justices appointed for life terms.
13. John Marshall considered the most influential Chief Justice.
14. Oliver Wendell Holmes, Jr., the Great Dissenter, considered one of the giants of the modern era.

C. The White House (1600 Pennsylvania Ave., N. W.)

1. Recently made a national monument.
2. Public tours include Red, Blue, and Green Rooms, State Dining Room, East Room.
3. Washington is the only president who never lived in the "President's Palace".
4. Designed by architect James Hoban.
5. Sandstone for walls quarried near Mount Vernon.
6. Reflects the taste, personality, and style of its tenants.
7. Remodeled or changed during almost every administration and completely rebuilt on several occasions.
8. Known as the "White House" following whitewashing necessitated by the burning during the War of 1812.
9. Stripped down to its original sandstone walls in 1948 for extensive rebuilding.
   a. New heating, airconditioning, electrical systems installed.
   b. Old panels, moldings, doorframes carefully preserved and returned to original locations.
10. Situated on 18 acres of landscaped grounds which are planted with nearly 400 trees.
11. Huge South Lawn has served to graze presidential cows and sheep, has been used as a putting green, for touch-football field, for Easter-egg rolling, and for helicopter take-offs and landings.
12. Contains 132 rooms, 20 baths, 5 elevators, swimming pool, and a bomb shelter.
13. Requires a housekeeping and maintenance force of about 70 persons.
14. Upper floors reserved for President, his family, and guests.

VI. Statuaries and Memorials of the City

A. Grant Memorial

B. Statue of Lafayette

C. Memorial to World War II's Second Division

D. Statue of Eric von Steuben

E. Statue of Andrew Jackson (cast from cannon used in War of 1812)

F. Statue of "Grief" in Rock Creek Cemetery

F. Washington Monument

1. 555 feet in height.
2. Flanked by 50 flags, one for each state.
3. Practical landmark for the confused traveler.
4. Cornerstone laid on July 4, 1848.
5. Designed by archtect Robert Mills.
6. Construction stopped on the eve of the Civil War.
7. Finally completed in 1884 and opened to the public two years later.

G. Robert F. Kennedy Stadium

H. Lincoln Memorial

1. Located in West Potomac Park
2. Site selected by a Senate commission in 1901.
3. Designed by architect Henry Bacon.
4. Massive seated figure of Lincoln dominating the interior chamber is the work of Daniel Chester French.
5. Framed by 36 marble columns representing the states in the Union which Lincoln held together.
6. Dedicated by Chief Justice Taft in 1922.

I. Jefferson Memorial

1. Located in West Potomac Park.
2. Architects were John Russell Pope, Otto R. Eggers, and Daniel P. Higgins.
3. Memorial quotations and phrases on the walls of the structure.
4. Nineteen-foot bronze statue of Jefferson is the work of Rudolph Evans.
5. Dedicated by President Franklin D. Roosevelt on April 13, 1943, the 200th anniversary of Jefferson's birth.

J. John F. Kennedy Center for the Performing Arts

1. Erected on a thirteen acre site near the Lincoln Memorial, facing Roosevelt Island.
2. Land donated by Congress.
3. Designed by Edward Durrell Stone.
4. Houses a theater, a symphony hall, and an auditorium for opera, musical comedy, and ballet.
5. Has roof garden with retractable ceiling, two restaurants, and art gallery.

WASHINGTON, D. C.
(continued)

VII. Surrounding Areas of Interest

A. Arlington National Cemetery
1. Tomb of Unknown Soldiers
2. John F. Kennedy Gravesite and Robert F. Kennedy Gravesite
3. Final resting place of veterans of America's wars

B. Fort Washington, Maryland

C. Great Falls, Virginia, and Maryland

D. Pentagon

E. National and Dulles Airports

F. Mount Vernon

G. Shenandoah National Park (Skyline Drive)

H. Manassas National Battlefield Park (site of the First and Second Battles of Bull Run, 1861,1862.

I. United States Naval Academy, Annapolis, Maryland

J. Harpers Ferry, West Virginia

K. The George Washington Masonic Natioanl Memorial, Alexandria, Va.

VIII. Architecture of the City

A. Classic government buildings.

B. 18th Century design (Georgetown, Iafayette Square, etc.)

C. Modern design (R.F.K. Stadium, Arena Stage, Town Center re-development at 4th and K Sts., S. W.)

IX. Legends, Superstitions, and Little Known Facts about Washington,D.C.

A. Lincoln's ghost reportedly walks in the White House during times of crisis.

B. The main thoroughfare of Washington was named Pennsylvania Avenue to placate the state which had clamored to be the seat of government.

C. Abraham Lincoln is said to have told close friends that he dreamed of seeing himself in a coffin in the East Room of the White House. Several days later he was assasinated.

D. The Octagon House (18th and E. Streets, N. W.) has a sealed tunnel, which originally led to the river front. It is said that on windy nights, the cries of people caught in the tunnel are heard.

E. There are many interesting stories concerning the reasor that Pennsylvania Avenue turns at 15th Street, N. W. One of the famous ones is that Andrew Jackson, President of the United States at the time the Treasury Building was being planned, in a fit of temper during an argument as to the actual location, thrust his cane into the ground and bellowed, "Build it here!"

F. The names Anacostia and Potomac are derived from the names of Indian tribes who lived along the banks of the rivers long before the founding of the city of Washington.

G. Abigail Adams, wife of the second president, wrote to her daughter in New England that thirteen fires were needed to take the dampness out of the unfinished President's Palace and that she was forced to hang her wash in the uncompleted audience room (now called the East Room.)

H. George Washington, the only president not to reside in the White House, did not want the city named after him, but instead wanted it called Federal City.

I. The original name of the Sousa family was said to be SO; but the family was so pleased about living in the United States they attached USA to the name, thus giving it the present spelling.

J. The land where Union Station is located was once a valley. About fifty feet of fill covers this area, and this work was done by manual labor before the days of heavy machinery.

K. The original site chosen for the Washington Monument was a few feet to the northwest of the present structure. When workmen were excavating for the site, they found the chosen place too marshy and the present location was selected. On the Monument grounds, adjacent to the parking lot, there is a small marker to show the location of the original site.

L. Georgetown was a thriving village long before Washington was chosen as the site for the Federal City. Other communities located in the area were Carrollsburg and Hamburg, which were absorbed during the building of the city.

X. Washington Personalities (Past and Present)

A. Helen Hayes	J. David L. Kreeger
B. Al Jolson	K. Morris Cafritz
C. Walter Fauntroy	L. Kelly Miller
D. Dr. Bennetta Washington	M. John Philip Sousa
E. Mayor Walter Washington	N. Pearl Bailey
F. Senator Edward Brooke	O. Dr. Charles Drew
G. Thurgood Marshall	P. Frederick Douglass
H. Benjamin Banneker	Q. Mary Church Terrell
I. Duke Ellington	R. Paul L. Dunbar

XI. Some Washington Authors (Past and Present)

A. Rachel Carson	Silent Spring
B. Katharine Ann Porter	Ship of Fools
C. Mary Hundley	The Dunbar Story
D. Catherine Marshall	A Man Called Peter
E. Sterling Brown	Negro in American Folklore
F. Esther Popel Shaw	A Forest Pool
G. Jeane Dixon	My Life and Prophecies
H. C. M. Green	The Secret City
I. Fletcher Knebel	Seven Days in May and Vanished
J. Otelia Cromwell	Lucretia Mott
K. Mary Church Terrell	Colored Woman in a White World
L. Chalmers M. Roberts	A Pictorial History of the Nation's Capital
M. Gladys Shepperd	Mary Church Terrell, Respectable Person

SPECIFIC AIMS OF THE UNIT ON WASHINGTON, D. C.:

1. To familiarize students with those persons who played a major role in the building of our nation's capital and study their contributions.

2. To relate the history of the "Gettysburg Address" through critical reading.

3. To familiarize students with works of well-known writers who have lived in Washington.

4. To understand the problems of minority groups living in a city.

5. To develop an interest in city and federal government through newspaper and magazine reading, tours to government buildings, and lectures.

6. To familiarize students with the legends and superstitions which help make up the background of the city.

7. To trace the history of the city through the reading of factual publications.

8. To make students aware of the currents of history surrounding them.

SUGGESTED ACTIVITIES FOR THE UNIT ON WASHINGTON, D. C.:

1. Read a biography of George Washington. Give an oral presentation on the role that he played in the building of the nation's capital.

2. Read Washington's "Farewell Address". Discuss the author's character traits as revealed in the speech.

3. Have a discussion of the "Gettysburg Address" Plan a field trip to Gettysburg.

4. Write biographical sketches on some of the personalities mentioned in the unit.

5. Prepare a play or skit on the life of one of the personalities listed in the unit.

6. Make a classroom scrapbook on articles, pictures, etc. of famous Washington personalities..

7. Plan a field trip to Ford's Theatre and the House Where Lincoln Died.

8. Secure a copy of a letter or speech in Washington's or Lincoln's own handwriting. Compare with penmanship of today.

9. Encourage the writing of original poetry on admired Washington personalities, the building of the nation's capital, and the contributions of various ethnic groups.

10. Make use of vocabulary drills related to terms discovered through the study of Washington.

11. Have the students write a letter to a friend or relative in another city, telling the person about interesting places to visit in Washington.

12. Write a short story about a small child who gets lost in Washington.

13. Conduct research on public education in the District of Columbia, which will lead students to an awareness that many prominent personalities (past and present) went through the District public schools. Encourage panel discussion on "relevant" education.

14. Have panel discussions or oral reporting on recent events in Washington and kinds of occupations and businesses in the city.

15. Conduct research on names of D.C. Public Schools and how names are selected.

16. Develop a literary map of the District of Columbia.

SUPPLEMENTARY MATERIALS ON WASHINGTON, D. C. UNIT:

1. Maps of Washington, both old and modern

2. Films, recordings, and filmstrips which relate to the unit. (See Media Center Catalogue)

3. Magazines and newspapers (Washington Post and Evening Star will supply historic front pages on request)

4. Library reference materials (Special Washingtonia section in Central Library)

WASHINGTON, D. C.
(continued)

LITERATURE WHICH RELATES TO THE UNIT ON WASHINGTON, D. C.:

1. Raisin in the Sun (Lorraine Hansberry) *urban problems
2. "O Captain, My Captain" (Walt Whitman)
3. The Day Lincoln Was Shot (Jim Bishop)
4. The Day Kennedy Was Shot (Jim Bishop)
5. Washington, D.C.: The Story of our Nation's Capital (Howard K.Smith)
6. Black Power and Urban Unrest (Nathan Wright)
7. Advise and Consent (Allen Drury)
8. Profiles in Courage (John F. Kennedy)
9. Race Relations in Transition (James W. Vander)
10. Up the Down Staircase (Bel Kaufman) * urban problems
11. A Golden Regional Guide: Washington (Robert E. Smallman)
12. The President's Plane is Missing (R. J. Serling)
13. The Ghosts that Walk in Washington (Hans Holzer)
14. Rise and Fall of a Proper Negro (Leslie A. Lacy)
15. Howard University: The First Hundred Years (Rayford W. Logan)
16. Reveille in Washington (Margaret Leech)
17. Time-Life Library of America: The District of Columbia
18. Walk in Georgetown (Mary Mitchell)
19. Matthew Brady, Historian with a Camera (James Horan)
20. Washington, D. C.: A Guide to the Nation's Capital(edited by R.B. Truett)
21. Washington: Magnificent Capital (Eric Sevareid)
22. Community as a Classroom, 1970, LuVerne C. Walker, Director of Curriculum, Washington, D. C.
23. National Geographic Society Publications on The White House, The Living White House, We, the People, Equal Justic Under Law, George Washington: Man and Monument, The Presidents of the United States